

**AN ANALYSIS ON THE SECOND YEAR STUDENT'S ERRORS
IN CONSTRUCTING TAG QUESTIONS
AT SMPN 3 MANDAU**



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1432 H/2011 M**

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A Thesis

Submitted as Partial Academic Requirement to fulfill

For Bachelor Degree in English Education



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SUPERVISOR APPROVAL

The thesis entitled “*An Analysis on the Second year Student’s Errors in Constructing Tag Question at SMPN 3 Mandau*”, is researched by Adi Samrin, NIM. 10514000255. It is accepted and approved to be presented in the meeting of the final examination of Undergraduate committee at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

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ABSTRACT

The title of this thesis is “An Analysis on the Second Years Student’s Errors in Constructing Tag Question in SMPN 3 Mandau”. It is a descriptive research. In accordance with the phenomena, the students have learnt about Tag Question. However, in studying Tag Question, the students face difficulties to construct Tag Question and they make many mistakes and errors in constructing it.

This research is conducted at SMP N 3 Mandau, Duri. The subject of this research is the second grade students of SMP N 3 Mandau and the object of this research is students’ errors in constructing English tag question. The researcher takes 15% of the population and to collect the data needed for this research, researcher uses test, interview and questionnaire. The test is used to find the students’ errors in constructing tag question and it consists of 30 items, meanwhile, interview and questionnaire are used to obtain the factors influencing the students’ errors in constructing tag question. In order to get the description of the answer given by the students, the data is analyzed by using the following formula:

$$P = \frac{X}{N} \times 100\%$$

Then, in order to know the percentage of errors in constructing tag question, the following formula is used:

$$D = \frac{E}{N.I} \times 100\%$$

Finally, based on the result of data analysis, it is found that most of students of SMP N 3 Mandau often made errors in constructing tag question using simple past tense of to be (was, were) with the percentage of 45.50%, simple present tense of verb (do, does) with the percentage of 50.50%, simple past tense of be (did) with the percentage of 45.50%, The second formulation is type of tag question that students seldom make errors in constructing tag question are simple present tense of to be (is, are, am), its percentage is 37.50% and simple present tense of modal auxiliaries with the percentage of 30.50%. If percentage of errors less 40%, it means that the students seldom make errors and if percentage of error more than 40,% it means that the students often make errors. And, the third formulation of the problem regarded to the factors influencing the students’ errors in constructing tag question are low motivation, limited time, intelligence, teachers’ method, class condition, environment, family, and peers.

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The researcher

Adi Samrin

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CHAPTER I

INTRODUCTION

A. The Background

English is a foreign language in Indonesia and it is taught to the students from elementary schools to universities and it plays important role in many aspects such as in the development of science and technology and as a mean of communication with other countries.

Then, the purpose of teaching English in Indonesian schools is to enable learners to use English in communication both written and oral form. To have a fair acquisition, the learners need to master the four language skills, namely listening, reading, speaking, and writing. To possess these four language skills, they firstly should understand the aspects of the language or linguistic components, for examples, vocabulary, grammar, and so forth.

Swan (1989: VII) says that English is full of problems for the foreign learners. One of them is grammar. If we talk about grammar, it concerns with rules because each language has its own characteristic rules of grammar. Steward in Risma, (2002:1) said that mastering grammar will be an excellent basis for good writing, speaking, and reading skills. It means that mastering English grammar is a necessary in developing English skills. Hornby (1986:vi) states that the learners who wish to speak and write in English are rightly concerned with grammatical correctness. Swan in Sulisty, (2003:1) states that grammar is the rules that make words change and to show different meanings and how to they are combined into sentences.

SMPN 3 Mandau is one of favorite schools in Duri, and English is taught twice a week. The goals of teaching grammar are to make students able to form the

sentences correctly based on the rules taught. The researcher's previous observation showed that many learners who were learning English including to students of SMPN 3 Mandau made errors in some aspects of language. The teachers of second year students of SMPN 3 Mandau are qualified, educated, and professional. They have been taught about the rules especially tag question. Teachers taught the students based on syllabus and used text book, they also used various methods in teaching. But in fact, many students made errors in grammar and the most general errors made by the students are in terms of grammar, especially in using tag question.

From grammatical aspects, the students get difficulties in constructing tag questions. Their inability is particularly seen in completing the correct tag questions. They have been studied about tag questions and teacher has explained the rule of tag questions to them, but in fact they still make many errors. The errors that the researcher found out when the students were asked to construct tag questions such as:

You aren't a teacher...?

They sometimes still answer;

You aren't a teacher, aren't you? Or do you?

Moreover, most students made errors when they have given exercise related to the tag questions. They were confused how to construct tag questions correctly. It seems that the students got difficulties in constructing tag questions. It could be seen from the exercises which were given to them. The following are some of their errors in constructing tag questions:

Examples:

1. She is not busy,....?

Students' answer : She is not busy, she is?

2. I am a teacher,....?

Students' answer: I am a teacher, am not I?

3. My parents came to the party,....?

Students' answer: My parents came to the party, do them?

The three constructions above are grammatically wrong and they deviate from the rule of language system. Some aspects may disturb and influence the learner's perception. For instance, the students find difficulties in interpreting the complex grammar rules. These rules make the students confused and at last they make many mistakes and errors.

Student's errors in constructing tag questions show that they are still weak in understanding English pattern about how to construct tag questions correctly. It can be seen based on the following phenomena:

1. Some of the students construct tag questions in wrong pattern.
2. Some of the students had errors in forming "be" when they construct tag questions.
3. Some of the students had errors in forming "verb" other than "be" (do, does) when they construct tag questions.
4. Some of the students had errors in using "modal auxiliaries" when they construct tag questions.

Based on the phenomena above, the researcher is interested in carrying out a research entitled: **"AN ANALYSIS ON THE SECOND YEAR STUDENT'S ERROR IN CONSTRUCTING TAG QUESTIONS AT SMPN 3 MANDAU"**.

B. The Problem

1. The Identification of the problem

Based on the background of the problem and supported by the phenomena above, it is clear that some of students still have obstacles in English, especially in constructing tag question. For more clearly, the problems of research will be identified as follows:

1. Why do some of the students construct tag question in wrong pattern?
2. Why do some of the students have an error in forming “be” when constructing tag question?
3. Why do some of the students have an error in forming “verb” other than “be” when they are constructing tag question?
4. Why do some of the students have an error in using “modals auxiliaries” when constructing tag question?

2. The Limitation of the problem

In this study, there are many problems that can be seen and covered. Therefore, the researcher wants to limit the problems toward the student’s errors in constructing tag questions at the second year students of SMPN 3 Mandau. This study focuses on the three basic principles which operate in tag questions, namely:

1. Tag questions with simple present tense and past tense form of “be”(is, are, am, was, and were).
2. Tag questions with simple present tense and past tense form of verb other than “be”(do, does, and did).
3. Tag questions with simple present and past tense form of modals auxiliaries.

3. The Formulation of the problem.

To formulate the problems in this research, the researcher focuses on the analysis of types of tag question made by the second year students of SMPN 3 Mandau. So, the questions for the research problems can go as follows:

1. What types of tag question do the students often make errors in constructing tag questions?
2. What types of tag question do the students seldom make errors in constructing tag questions?
3. What factors influencing errors in constructing tag questions among the second year students of SMPN 3 Mandau?

C. The Objectives and Significance of the Research

1. The Objectives of the research

- a. To find out which types of wrong tag questions made by the second year students of SMP N 3 Mandau.
- b. To find out which types of tag questions which are seldom made by the second year students of SMP N 3 Mandau.
- c. To know the factors influencing the second year students made errors in constructing tag questions.

2. Significance of the research

- a. To give information and contribution to English teacher especially who teaches English at SMP N 3 Mandau. So, better understanding on students' learning can be achieved.
- b. To give information to the students in order that they will increase their effort to be successful learning English especially in constructing tag questions, and
- c. To help the researcher enlarging his knowledge in field of next research.

D. The Reason of Choosing the Research

The reason of the researcher to research about this are:

1. The researcher is interested to research on Tag question because it is a part of grammars, and grammar is needed in speaking English well.
2. This title is not researched yet.
3. This research is relevant to researcher as an English department student of Tarbiyah and Teacher Training Faculty of UIN Suska Riau.

E. The Definitions of the Terms

In order to avoid misinterpretation and misunderstanding in reading this paper, the definitions of the terms used in this study are given as follows:

1. An Analysis

An analysis can be described as an examination of something together with thought and judgment about it. In this research the analysis means examination of student's errors in constructing tag questions.

2. Errors

An act or conduction of ignorant or imprudent deviation from a code of behavior (Webster: 1988).

3. Tag Questions

According to Betty (1985:416) a tag question is a question added at the end of a sentence. Speaker uses tag questions chiefly to make sure their information is correct or to seek agreement.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Error Analysis

Learning something needs a process in which success will come by profiting some errors. Error is systematic deviation, when a student has not mastered something and constantly has gotten wrong. Hence, error analysis is the study and the analysis made by the second or foreign language students and intended to predict the errors on difficulties in learning a new language.

Error analysis distinguishes from constructive analysis by examining of errors attributable to all possible sources not just those that result from negative transfer of native language. According to Brown (1980) Error analysis is a reaction to the view of second language learning proposed by constructive analysis theory which assumes language transfer as the central process involved in second and foreign language learning. Theoretical aspect of error analysis is a part of the methods used in investigating the language learning process. The practical aspect of error analysis is a function guiding the action we must take to correct a non satisfactory state of affairs for students or teachers.

Error analysis may be carried out in order to:

1. Find out how well someone knows the language.
2. Find out how a person learns a language.
3. Obtain information on common difficulties or in the preparation of teaching.

Richard (1974:3) said, there are two causes of error, they are:

1. Interlingua errors are the errors made by the learners because the characteristic of their native language or mother tongue interference the language being learned.
2. Intralingua and developmental⁸ ; are the errors which reflect general of efforts to learn the second language, which show the development of learning techniques.

A learner's difficulties in learning a second language may cause errors. Ellis (1982) mentions that the differences between the first and the second language create learning difficulties which result in errors.

In order to analyze errors in a proper perspective, it is crucial to distinguish errors from mistakes. Chomsky as quoted by Dulay et.al, (1982) said that performance errors are caused by some factors such as fatigue and lack of attention; and competence errors are caused by the lack of knowledge of the rules of the language. Corder (in Risma 2002:6) states:

“In some of the second language literatures, performance errors have been called mistakes while the term errors were reserved for the systematic deviations due to the students still developing knowledge of the L2 rule system”(2002:6).

Ellis (1986) adds that errors are systematic that is their occurrence in some way regular, while mistakes aren't systematic. Furthermore, Brown, (1980:165) said that a mistake refers to performance errors, that are a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlingua competence of the learner. The distinction between error and mistake are presented as follows:

In this research, the study focuses on the students' errors in constructing tag

Mistakes	Errors
<ul style="list-style-type: none"> ❑ Mistakes are caused by lack of performance (Brown: 1980). ❑ Mistakes are not systematic (Ellis: 1980). ❑ Mistakes can be corrected by the learner himself (Mc. Keating: 1985) ❑ Mistakes occur as a result of failure that is caused by forgetfulness (Mc. Keating:1985) ❑ Mistakes are also made by the adult native speakers 	<ul style="list-style-type: none"> ❑ Errors are caused by lack of competence (Brown:1980) ❑ Errors are systematic that their occurrence is in some way regular (Ellis:1980) ❑ Errors can not be corrected by the learner himself (Mc. Keating: 1985) ❑ Errors are caused by not knowing of the target language rule (Brown:1985) ❑ Errors are not always made by the adult native speaker(Brown:1980)

questions.

2. Tag Questions

According to Azar (1989:24) a tag question as a question consists of an affirmative sentence or negative sentence and a short question at the end of a sentence. That short question is called tag question which is used to get agreement or confirmation.

According to Swan (1980:515) a tag question is a reply question. It is made up of auxiliary verb + personal pronoun. Tag question is used at the end of the sentence to ask for information of something or to ask for agreement. Furthermore, Hoyden (1956:14-16) states that a question may be formed by attaching a short question to a statement. If a

statement is a positive, the tag question is negative. If the statement is negative, the tag question is positive.

According to Swan (1980:516) there are three basic principles that operate in tag questions, as follows:

1. With simple present and past tense forms of “Be”. An affirmative statement is followed by a short negative question: Verb + not (usually contracted) + subject. A negative statement is followed by short affirmative question: Verb + Subject.

Compare:

Tom is here, isn't he?

Tom isn't here, is he?

They are teachers, aren't they?

They aren't teachers, are they?

Tom was there, wasn't he?

Tom wasn't there, was he?

They were teachers, weren't they?

They weren't teachers, were they?

2. With simple present and past tense forms of verbs other than “Be”. An affirmative statement is followed by a short negative question: Do, Does or Did + not (Usually contracted) + subject. A negative statement is followed by a short affirmative question: Do, Does or Did + Subject.

Compare:

He plays golf, doesn't he?

He doesn't play golf, does he?

They watch the movie, don't they?

They don't watch the movie, do they?

We went home, didn't we?

We didn't go home, did we?

3. With construction of auxiliary + principle verb. An affirmative statement is followed by a short negative question: auxiliary + not (usually contracted) +

subject. A negative statement is followed by a short affirmative question: auxiliary + subject.

Compare:

You can drive a car, can't you?

You can't drive a car, can you?

They will come, won't they?

They will not come, will they?

3. The Rules of Tag Questions

According to Martinet and Thompson (1981:300) the rules of tag questions are as follows:

- a. When the main verb is affirmative, the question is negative.

Example:

Affirmative

Negative

a. She likes him, doesn't he?

b. Mr. Smith is tall, isn't he?

c. Adi can play tennis, can't he?

- b. When the main verb is negative. Tag questions are affirmative.

Examples:

a. John doesn't like her, does he?

b. Jupri is not tall, is he?

c. Ema can't dance, can she?

- c. The sentence before tag questions is usually a statement (+) or (-). Tag questions are added usually added to question.

Examples:

- a. You were a student last year, weren't you?
- b. She doesn't study English, does she?
- d. The subject of the tag questions should be a pronoun.

Examples:

- a. Tomi didn't study English, did he?
- b. Reni and I were teachers, weren't we?
- c. Ema and Ucup play tennis, don't they?
- e. The subject of the statement and the subject of the tag question should be the same person.

Examples:

- a. You are students, aren't you?
- b. She isn't there, is she?
- c. They will help us later, won't they?
- f. If the tag question is negative, the answer is usually 'yes'

examples:

- | Statement | Tag question | Answer |
|-------------------------------|---------------|----------------|
| a. You came to my house, | didn't you? | Yes, I did |
| b. They were busy last night, | weren't they? | Yes, they were |
| c. Rina can speak English, | can't she? | Yes, she can |
- g. If the tag question is positive, the answer is usually "No"

Examples:

Statement	Tag question	Answer
a. Reni wasn't absent yesterday, was he?		No, he wasn't
b. We weren't happy,	were we?	No, we weren't

h. The negative auxiliaries in tag question should be in short forms.

Examples:

Is not	isn't
Are not	aren't
Was not	wasn't
Were not	weren't
Do not	don't
Does not	doesn't
Did not	didn't Etc.

4. Special Rules of Tag Questions

According to Azar (1993:A16) there are a few special rules of tag questions as presented in the following points:

- In spoken English, the tag questions after "I am" is "aren't I?" Or "am I not?" is usual speech, and "amn't I?" is extremely rare.
- "Will you?", "won't you?", "would you?", "can you?", "could you?", are used in tag questions after imperatives. These are not real questions, they mean something like please, but they after have a "won't" is used to invite will, would, can and can't to tell people to do something.

Examples:

1. Do sit down, won't you?
 2. Open the window, would you?
 3. Give me a hand, will you?
- c. Note that "there" can be used as a subject in tag questions.

Examples:

1. There is something wrong, isn't there?
 2. There won't be any trouble, will there?
- d. The statement containing negative words like "nothing", "nobody", are followed by affirmative tag questions. The pronoun "it" is used to avoid the repetition of "nothing", and the pronoun "they" is used for "nobody".

Examples:

1. Nothing can stop us now, can it?
2. Nobody phoned while I was out, did they?

5. The Factors influencing the students' errors in constructing tag question.

There are many factors influencing the students' errors in constructing tag question, they are as follows:

1. The internal factors that covers all one's selfness, and
2. The external factors that covers the outside of the one's selfness.

According to Slameto in Unung Asirun, (2008) there are two factors:

1. Internal Factors

a. Motivation

Students who have low motivation in learning will make their achievement low. Because, motivation is an essential factor to make teaching and learning more effective and efficient.

b. Adequate time

By doing many discusses or exercises whether when students are in the classroom or when they are in their house. It will make them more able to master the materials.

c. Attitudes

How good students' attitudes when they listen to the teachers' explanation about the material. It will influence their understanding and achievement in learning process.

d. Intelligence

The successful of students in their learning is influenced by intelligence factor. By having good intelligence, it will make teaching and learning process more effective.

2. External Factors

a. Teacher

Teachers' factor and the way of teaching are important factor, which influence of learning. How teacher's attitude, knowledge and also how the teacher is teaching orientation also influences students' achievements.

b. Parents

The students who have support from their parents to study English will make them are motivated in learning process. And students who have no support from their parents will make them have low motivation.

c. Peers

By having good peers, it will make a learning process more effective and efficient. So, peers strategies will influence a success of the students in their learning.

d. Environment

School environment which is completed with sufficient equipments, facilities and added by good way in learning will make easier for students in learning process.

B. The Relevant Research

In this relevant research, there are some researches studying about tag question, the first is "an analysis study on the students' ability in constructing tag question in English sentences" researched by Darliana in 2000. In this research, the researcher took 56 students to be her sample of research. The total number of population is 176 students, the

researcher want to find out the student's ability in constructing tag question. In her research, she found that the ability of the third year students of SMU Muhammadiyah Rengat is at bad level. In this case, the researcher gives suggestions that English teacher should explain clearly about simple past tense, past continuous tense and past perfect tense to the students. The students must be trained to apply the pattern of tag question. The English teachers are expected to give the students remedial teaching about the topic of tag question.

The second is held by Rubaidah in 2002 entitled: "a study on the ability of the second year students of SMU Negeri 1 Taluk Kuantan in understanding question tag". In this research, she took 70 students to be her sample of research from 210 total population. She found that the ability of the students was classified into average category (59,61%).

Based on those studies, the researcher is interested to do the research, the researcher wants to know the factors influencing the student's errors and the ability of the students, but the focuses of the study is on the error analysis in constructing tag question.

C. The Operational Concept

Concept is the main element to avoid misinterpreting in a scientific study. It is operated in an abstract form in the study and it should be interpreted into particular words in order to be easily measured. The Indicators of the errors analysis of constructing tag questions are:

1. The students make errors in using "be" (is, are, am) in tag question of Simple Present Tense.

2. The students make errors in using “be” (was, were) in tag question of Simple Past Tense.
3. The students make errors in using verb other than “be” (do, does) in tag question of Simple Present tense.
4. The students make errors in using “verb” other than “be” (did) in tag question of Simple Past Tense.
5. The students make errors in using “modal auxiliaries” in tag question.

Whereas, the indicators of the factors influencing students made errors in constructing tag questions are:

a. Internal factors:

1. The students do not pay attention when the teacher explains material about tag questions.
2. The students are not motivated in learning tag questions.
3. The students do not master the kinds of “be”, and
4. The students seldom review the lessons.

b. External factors:

1. The students do not feel comfortable in the classroom when a tag question is being taught because of noise.
2. The students do not enjoy the class because of the teacher’s method in teaching is not interesting and tend to be monotonous, and
3. The students are not supported by their parents in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is a descriptive research. It has one variable that is the errors made by the second year students of SMPN 3 Mandau. Gay (1987:11) says that the descriptive research involves collecting data to test hypothesis or to answer question concerning the current status of the subject of the study. Therefore, this study tries to analyze the errors made by the second year students of SMP N 3 Mandau in constructing tag question.

B. Location and Time of the Research

The research is conducted at SMP N 3 Mandau on November 2009. It is located on Jl. Gaya Baru Duri. This research is done from November to December 2009.

C. Subject and Object of the Research.

The subject of this research is the second year students of SMP N 3 Mandau Duri. Meanwhile, the object of the research is the students' error in constructing tag questions.

D. Population and Sample of the Research

The population of this research includes all of the second year students of SMP N 3 Mandau Duri. There are 239 students. Suharsimi (1986) states that if the population is homogenous enough, for the population which is less than 100, the sample is taken 50%,

but if the population is more than 100, the sample is taken at least 15% of it. In this research, the researcher takes 15% of population for the sample.

TABLE III. 1

The Population and the Sample of the Research

Class	Population	Sample
2 1	40	7
2 2	38	7
2 3	40	7
2 4	42	7
2 5	41	6
2 6	38	6
TOTAL	239	40

E. Technique of Data Collection

a. Test

The data have been collected through a written test. In this test, the students are asked to construct tag questions. The results of the test are taken as the data of this research.

The researcher needs the test materials that have been taken from several structure books such as Fundamental English, Sentence Structure and A Practical English Grammar. Before giving the real test to the students, the test has been tried out to students at SMPN 3 Mandau. The try out is conducted to see the reliability of the test.

The researcher analyzed all the items from the point of they difficulty level and they level of discrimination. Items difficulties show how easy or difficult a particular item is in the test. The index of difficulty (facility value) is generally

expressed as the percentage of the students who answer the items correctly. It is calculated by using formula:

$$f.v = \frac{R}{N}$$

f.v = Facility value

R = The Number of Correct answer

N = The Number of students taking the test (Heaton, 1975:178)

If the index of facility value is between 0.30 and 0.70. the test item can be accepted. On the other hand, if the index of the facility value is smaller than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students.

TABLE III. 2

The Blueprint of the Test Items

Form of Tag Questions	Tenses	Number of items	The distribution
Be	Present	5	1, 2, 3, 13, 14
	Past	5	4, 5, 12, 15, 16
Do	Present	5	6, 7, 18, 24, 25
	Past	5	8, 17, 19, 26, 29
Modal	Present	5	9, 10, 20, 21, 27
	Past	5	11, 22, 23, 28, 30
Total			30

Furthermore, before conducting the test to the students, the researcher conducts a try out as to verify the whether they are reliable or not. The try out is conducted to the students at the second year students of SMPN 3 Mandau. According to Heaton

(1975:162) reliability is necessary characteristic of any good test in order to find reliability of the test. The following formula is used:

$$r. = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{NX^2} \right]$$

N = The number of items in the test

r. = The reliability

m = The mean score on the for all testes

X² = The standard deviation of all the testes score.

b. Questionnaire

It is used to identify the causes that make students' errors in constructing tag questions. It has been done by giving the students some questions that are related to the causes of students' errors in constructing tag questions. The questionnaire contains some questions for respondents dealing with the factors influencing the students making errors in constructing tag question. There are five options in answering the questionnaire, as follows:

- a. Always
- b. Often
- c. Sometimes
- d. Seldom

e. Never

c. Interview

Through this technique, the researcher interviews the students about the problems that obstacle them in learning grammar especially tag questions. And the researcher asks the factor influencing them made errors in constructing tag question. Suharsimi (2006:155) states that interview is a dialogue between interviewer and object or people in order to find information from them. Researcher uses interview to know someone's condition, for examples, to find the data about student's background, parents, education, and behaviors.

This technique is used to support information from the students about the factors influencing the students' errors in constructing tag questions.

F. The Technique of Data Analysis

This research gives the emphasis on the students' errors in constructing tag questions. Therefore, the analysis is only focused on the form of describing the errors. The researcher's objective is to find out the percentage of errors in constructing tag questions. The data are analyzed by classifying the errors made by the students into each type of errors.

In order to get description of the answer given by the students, the data are analyzed by using the formula as follow:

$$P = \frac{X}{N} \times 100\%$$

P = Percentage

X = Number of the students errors in each item

N = Number of respondents Hartono, (2004:18)

In order to know the percentage of the second year students' errors in constructing tag questions, the following formula is used:

$$D = \frac{E}{N \times I} \times 100\%$$

D = Level of difficulty of each category in constructing tag question

E = Number of Errors

N = Number of Respondents

I = Number of items in each category

When the “D” of each category of constructing tag question is bigger or equal to 40 percent, the category is considered as difficult. On the other hand, when the “D” is found smaller than 40 percent, the category is considered easy.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

This research is focused on the descriptive study. In order to get the data that support this research, the researcher uses test, questionnaire and interview. The test refers to the students' mistakes in constructing tag question, whereas questionnaire and interview refer to the factors influencing the students' mistakes in constructing tag question. Furthermore, in this chapter, the researcher presents the data about test, questionnaire and interview which have been gathered from the second year students of SMP N 3 Mandau.

1. Test

The Total number of the error made by the students in constructing tag question using Simple Present Tense and Simple Past Tense of Be, Verb, and Modal Auxiliaries.

TABLE. IV. I

The Total Number of the Errors Made By the Students in Constructing Tag Question Using Simple Present Tense and Simple Past Tense of Be, Verb, and Modal Auxiliaries

No	Form of Tag Questions	Tenses	Frequency	Percentage
1	Be	Present	75	37.50%
		Past	91	45.50%
2	Verb	Present	102	50.50%
		Past	96	48.00%
3	Modal	Present	61	30.50%
		Past	101	50.50%

Table above shows the level of the difficulty in constructing Tag questions using Simple Present Tense and Simple Past Tense of Be, Verb, and Modal

Auxiliaries. The students construct tag question using simple present tense of “Be” is smaller than 40%. It should be noticed that some students find it easy to construct this type. The students construct tag question using simple past tense of “Be” is higher than 40%. It shows that the majority of the students find it difficult. The students construct tag question using simple present tense and past tense of “Verb” other than “Be” is higher than 40%. It means that the students often make mistakes in this type. The students construct tag question using simple present tense of “Modal auxiliaries” is smaller than 40%. It means than the students find it easy, and the students construct tag question using modal in simple past tense is 50.50%. In other words, they often made mistakes in constructing tag question of this type.

Based on above explanation, the test that is used in this research referring to the students’ mistakes in constructing tag question. The test has some questions dealing with constructing tag question, and they consist of 30 items. They are divided into three parts. Part one consists of 10 items focusing on using “be” in tag questions. Part two consists of 10 items focusing on using “do” in tag question. And Part three consists of 10 items focusing on using “modals” in tag questions.

To know the reliability of the test, the researcher uses the try out conducted in the classroom involved 20 second year students of SMP N 3 Mandau. The difficulty level of an item shows easy or difficult a particular item. It is calculated by using formula:

$$FV = \frac{R}{N}$$

fv = Facility value

R = The Number of Correct answers

N = The Number of students taking the test (Heaton, 1975:178)

Based on the researcher's calculation, 13 items are rejected because of their facility value (F.V). The researcher found that items number 6, 7, 8, 14, 24 and 25 are rejected because the index of difficulty of the test items are below 0.30 and they are categorized as difficult ones. Meanwhile, items number 3, 9, 11, 15, 19 and 30 are rejected because the index of the test items are above 0.70 and they are categorized as easy ones.

The mean score and standard deviation is needed to compute the reliability of the test. The standard deviation shows how each score deviates from the means and the means is used to find the central tendency. The mean score is 18, the Standard Deviation is 5.28 and the reliability is 0.77. Based on Cronbach Alpha, it is stated that the reliable instrument is accepted on the range 0.6 – 1.0. Therefore, the point score 0.77 is categorized as reliable.

By knowing the students' score, the researcher would like to classify them into five parts, and then, the researcher calculates its percentage. To know the level of mistakes of the students, they can be categorized into four classes as follows:

- a. 76-100 is categorized into very serious
- b. 56-75 is categorized into serious
- c. 40-55 is categorized into slightly serious
- d. less than 40 are classified into not serious

2. Questionnaire

Questionnaire is given to the students consisting of 15 items. It refers to the students' mistakes in constructing tag questions. The respondents' opinion in answering each item of questionnaire by choosing the following options, namely: always, often, sometimes, seldom, and never.

3. Interview

Interview is given to the students to find out the information and the factors influencing the students' mistakes in constructing tag question. Here, the researcher only takes five students to be interviewed. Arikunto (2006:155) states that interview is a dialogue between interviewer and object as people in order to find information from them. Researcher uses the interview to know someone's condition, for examples, to find the data about student's knowledge in English and the difficulties when they learning English. This technique is used to support information from the students about the factors influencing the students' mistakes in constructing tag question.

B. The Data Analysis

The researcher presents the results of the test instrument used in the technique of data collection regarding to the second year students' mistakes in constructing tag question in using to be, verb other than be, and modals auxiliaries in Simple Present Tense and Past Tense.

After collecting the data and make some calculation, the researcher shows the mistakes made by students in constructing tag question as follows:

1. The Percentage of Errors Made by Students in Constructing Tag Question Using to be, verb other than be, and modal auxiliaries of Simple Present Tense and Simple Past Tense.

TABLE IV. 1

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Present Tense form of “be”

Be (is, are, am)			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	1	21	52.5%
2	2	22	55%
3	3	18	45%
4	13	7	17.50%
5	14	7	17.50%
Total	5	75	$\Sigma D = 37.5\%$

The average level of the students' errors in constructing tag question using simple present tense of be from the data of the table above is:

$$\begin{aligned}
 D &= \frac{E}{N \times I} \times 100\% \\
 &= \frac{75}{40 \times 5} \times 100\% \\
 &= \frac{75}{200} \times 100\% \\
 &= 37.5\%
 \end{aligned}$$

From the table above, it is found that the level of difficulty in constructing tag question of “Be” is 37.5%. It means that the students find it easy to construct tag question. In other words, they seldom make errors in constructing this type.

TABLE IV. 2

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Past Tense form of “be”

Be (was, were)			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	4	24	60.00%
2	5	7	17.50%
3	12	15	37.50%
4	15	20	50.00%
5	16	25	62.50%
Total	5	91	$\sum D = 45.50\%$

The average level of the students' errors in constructing tag question using simple past tense of 'be' from the data of the table above is:

$$\begin{aligned} D &= \frac{E}{N \times I} \times 100\% \\ &= \frac{91}{40 \times 5} \times 100\% \\ &= 45.50\% \end{aligned}$$

From the table above, it is found that the level of difficulty in constructing tag question of “Be” is 41.11%. It shows that the majority of the students find it difficult, because it is higher than 40%. In other words, they often make errors in constructing tag questions using simple past tense of 'be'.

TABLE IV. 3

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Present Tense form of verb other than “be”

Do, Does			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	6	25	62.5%
2	7	20	50.00%
3	18	21	52.50%
4	24	18	45%
5	25	18	45%
Total	5	102	$\sum D = 51.00\%$

The average level of the students' errors in constructing tag question using simple present tense of be from the data of the table above is:

$$\begin{aligned} D &= \frac{E}{N \times I} \times 100\% \\ &= \frac{102}{40 \times 5} \times 100\% \\ &= 51\% \end{aligned}$$

From the table above, it is found that the level of difficulty in constructing tag question using Simple Present Tense of verb other than “Be” (Do, does) is 51%. It means that the students find it difficult to construct tag question. In other words, they often make errors in constructing this type. Because, it is higher than 40%.

TABLE IV. 4

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Past Tense form of verb other than “be”

Did			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	8	15	37.50%
2	17	19	47.50%
3	19	19	47.50%
4	26	18	45%
5	29	25	62.50%
Total	5	96	$\Sigma D = 48\%$

The average level of the students' errors in constructing tag question using Simple Past Tense of be from the data of the table above is:

$$\begin{aligned} D &= \frac{E}{N \times I} \times 100\% \\ &= \frac{96}{40 \times 5} \times 100\% \\ &= \frac{96}{200} \times 100\% \\ &= 48\% \end{aligned}$$

From the table above, there are four items which have the level of difficulty higher than 40%. Meanwhile, only one item has difficulty level smaller than 40% that is 37.50%. However, by looking at the average level of difficulty, that is 48%. it is found that the level of difficulty in constructing tag question using Simple Past Tense of verb other than “Be” (did). It means that the students find it difficult to construct tag question. In other words, they often make errors in constructing this type.

TABLE IV. 5

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Present Tense form of Modal Auxiliaries

Modal			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	9	17	42.50%
2	10	8	20.00%
3	20	12	30.00%
4	21	13	32.50%
5	27	11	27.50%
Total	5	61	$\Sigma D = 30.50\%$

The average level of the students' errors in constructing tag question using simple present tense of modal auxiliaries from the data of the table above is:

$$\begin{aligned} D &= \frac{E}{N \times I} \times 100\% \\ &= \frac{61}{40 \times 5} \times 100\% \\ &= \frac{61}{200} \times 100\% \\ &= 30.50\% \end{aligned}$$

From the table above, it shows that the average level of difficulty in constructing tag questions using Simple Present Tense of modal is 30.50%. It means that the students find it easy. In other words, they seldom make errors in this type.

TABLE IV. 6

The Percentage of the Errors Made by the Students in Constructing Tag Questions Using Simple Past Tense form of modal Auxiliaries

Modal			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	11	20	50.00%
2	22	19	47.50%
3	23	19	47.50%
4	28	18	45.00%
5	30	25	62.50%
Total	5	101	$\Sigma D = 50.50\%$

The average level of the students' errors in constructing tag question using simple past tense of be from the data of the table above is:

$$\begin{aligned} D &= \frac{E}{N \times I} \times 100\% \\ &= \frac{101}{40 \times 5} \times 100\% \\ &= \frac{101}{200} \times 100\% \\ &= 50.50\% \end{aligned}$$

Table III.6 shows the average level of difficulty of the second year students' errors in constructing tag questions using modal auxiliaries is 50.50%. It should be noticed that the majority of students got difficulty. The percentage obtained is higher than 40%. In other words, they often made errors in constructing tag questions using modal auxiliaries of past form.

2. The factors that influence the students' errors in constructing Tag Question.

1. Questionnaire

In this part, the researcher gives questionnaire consisting of sixteen items to the students. It is used to identify the factors influencing the students' ability in using tag question. The questionnaire covers both internal and external factors. The respondents' opinion in answering each items of questionnaire by choosing following options, namely: always, often, sometimes, seldom, and never. Furthermore, it can be seen from the table as follow:

a. Internal Factors.

TABLE IV. 8
The Students Come on Time to English Class

Option	Alternative Answer	F	Percentage (%)
A	Always	28	70.00%
B	Often	10	25.00%
C	Sometimes	1	2.50%
D	Seldom	1	2.50%
E	Never	0	0%
Total		40	100%

The table shows that 28 (70%) of respondents always come to English class on time, 10 (25%) of respondents often to come on time, only 1 (2.5%) of respondent sometimes and seldom come to class on time, and nobody (0%) chooses never. It can be concluded that most of the students come to class on time.

TABLE IV. 9
The Students Pay Attention to the Teachers' Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	9	22.50%
B	Often	24	60.00%
C	Sometimes	5	12.50%
D	Seldom	2	5.00%
E	Never	0	0%
Total		40	100%

From the table above, it can be described that 9 (22.5%) of respondents always pay attention to the teachers' explanation, 24 (60.00%) of respondents often to pay attention, 5 (12.5%) of respondents sometimes pay attention, and nobody (0%) chooses never. It can be concluded that the students often pay attention to the teachers' explanation.

TABLE IV. 10
The Students Ask the Teacher if they do not Understand the Teachers' Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10.00%
B	Often	4	10.00%
C	Sometimes	16	40.00%
D	Seldom	15	37.50%
E	Never	1	2.5%
Total		40	100%

From the table above, it can be described that 4 (10%) of respondents always ask the teacher if they do not understand,. 4 (10%) of the students choose often, 16 (40%) of respondents choose sometimes, 15 (37.5%) of respondents choose seldom,

and 1 (2.5%) of respondent chooses never. It can be concluded that some of the students sometime ask the teachers' explanation.

Table IV. 11

The Students Study English Sincerely

Option	Alternative Answer	F	Percentage (%)
A	Always	14	35%
B	Often	6	15%
C	Sometimes	14	35%
D	Seldom	6	15%
E	Never	0	0%
Total		40	100%

From the table above, it can be described that 14 (35%) of respondents always study sincerely, 6 (15%) of respondents often study sincerely, 14 (35%) of respondents sometimes study sincerely, and 6 (15%) seldom study sincerely. Meanwhile, no one (0%) choose never. In other words, he/she never studies sincerely. It can be taken the conclusion that the majority of the students sometimes study sincerely.

Table IV. 12

The Students Review English at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	6	15%
C	Sometimes	18	45%
D	Seldom	9	22.5%
E	Never	4	10%
Total		40	100%

From the table above, it can be described that 3 (7.5%) of respondents always review English material at home, 6 (15%) of respondents often review material at home, 18 (45%) of respondents sometimes review the material at home, 9 (22.5%) of respondents seldom review English material at home, and only 4 (10%) of the respondents never review English material at home. Thus, the conclusion can drawn that the majority of the respondents sometimes review the material at home.

TABLE IV. 13

The Students Respond on Practicing Writing in English

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	8	20%
C	Sometimes	20	50%
D	Seldom	8	20%
E	Never	0	0%
Total		40	100%

From the table above, it can be described that 4 (10%) of respondents always respond on practicing writing English, 8 (20%) of respondents often respond on practicing writing in English, 20 (50%) of respondents sometimes respond on practicing writing in English, 8 (20%) of respondent seldom respond on practicing writing in English, and nobody (0%) choose never, it means the students never respond on practicing writing in English. Thus, this can be taken the conclusion that the majority of the respondents sometimes practice writing in English.

TABLE IV. 14
The Students Study Grammar at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	5	12.5%
B	Often	3	7.5%
C	Sometimes	13	32.5%
D	Seldom	15	37.5%
E	Never	4	10%
Total		40	100%

From the table above, it can be described that 5 (12.5%) of respondents always study grammar at home, 3 (7.5%) of respondents often study grammar at home , 13 (32.5%) of respondents sometimes study grammar at home, 15 (37.5%) of respondent seldom study grammar at home, and only 4 (10%) never study grammar at home. So, the conclusion is that the majority of the respondents seldom study grammar at home.

TABLE IV. 15
The Students Respond on Doing Homework at Home

Option	Alternative Answer	F	Percentage (%)
A	Always	9	22.5%
B	Often	17	42.5%
C	Sometimes	9	22.5%
D	Seldom	5	7.5%
E	never	0	0%
Total		40	100%

From the table above, it can be described that 9 (22.5%) of respondents always do homework at home, 17 (42.5%) of respondents often do homework at home, 9 (22.5%) of respondents sometimes do homework at home, 5 (7.5%) of respondent seldom do homework at home, and no one (0%) choose never. It can be taken the major conclusion that the majority of the students often do homework at home.

b. External Factors

TABLE IV. 16

The Students Ask their Friends when they do not Understand Teacher's Explanation

Option	Alternative Answer	F	Percentage (%)
A	Always	18	45%
B	Often	9	22.5%
C	Sometimes	7	17.5%
D	Seldom	5	12.5%
E	never	1	2.5%
Total		40	100%

The table above describes that 18 (45%) of respondents always ask their friends when they do not understand the teacher' explanation, 9 (22.5%) of respondents choose often, 7 (17.5%) of respondents choose sometimes, 5 (12.5%) of respondent choose seldom, and only 1 (2.5%) choose never. It can be conclude that the majority of the students always ask their friends when they do not understand teacher's explanation.

TABLE IV. 17

The Students Ask their Parents if they do not Understand about Grammar

Option	Alternative Answer	F	Percentage (%)
A	Always	4	10%
B	Often	6	15%
C	Sometimes	7	17.5%
D	Seldom	14	35%
E	Never	9	22.5%
Total		40	100%

The table above describes that 4 (10%) choose always, 6 (15%) of respondents choose often, 7 (17.5%) of respondents choose sometimes, 14 (35%) of respondent choose seldom, and 9 (22.5%) choose never. Thus, the conclusion of this is that the

majority of the students seldom ask their parents if they do not understand about grammar.

TABLE IV. 18

The Students and their Friends Make Study Group

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	14	35%
C	Sometimes	9	22.5%
D	Seldom	9	22.5%
E	Never	5	12.5%
Total		40	100%

The table above describes that 3 (7.5%) of respondents always make study group, 14 (35%) of respondents often make study group, 9 (22.5%) of respondents sometimes make study group, 9 (22.5%) of respondent choose seldom. It means that they seldom make study group, and 5 (12.5%) choose never. It can be concluded that the majority of the students often make study group with their friends.

TABLE IV. 19

The Students Concentrate although their Friends are Making Noise

Option	Alternative Answer	F	Percentage (%)
A	Always	3	7.5%
B	Often	4	10%
C	Sometimes	21	52.5%
D	Seldom	10	25%
E	Never	2	5%
Total		40	100%

The table above informs that 3 (7.5%) of respondents always concentrate on the study, 4 (10%) of respondent choose often, 21 (52.5%) choose sometimes, and only 2 (5%) choose never. It can be drawn the conclusion that the majority of the

respondents sometimes concentrate on the study even though their friends are making noise during the class.

TABLE IV. 20

The Teacher Explains the Material Clearly

Option	Alternative Answer	F	Percentage (%)
A	Always	8	20%
B	Often	6	15%
C	Sometimes	22	55%
D	Seldom	4	10%
E	Never	0	0%
Total		40	100%

The table above shows that 38.8% of respondents can understand the teacher's explanation. Meanwhile, most of the students about 61.1% can not understand the teachers' explanation clearly. Therefore, it will influence them in using tag question.

TABLE IV. 21

The Teacher Uses Media in Teaching English

Option	Alternative Answer	F	Percentage (%)
A	Always	0	0%
B	Often	7	17.5%
C	Sometimes	13	32.5%
D	Seldom	15	37.5%
E	Never	5	12.5%
Total		40	100%

The table above shows that nobody 0% choose always, 7 (17.5%) of respondents choose often, 13 (32.5%) of respondents choose sometimes, 15 (37.5%) of respondents choose seldom, and 5 (12.5%) choose never. Thus, this table inform us that the majority of the teacher's respondents seldom use the media in teaching English.

Table IV. 22

The Teachers Give Motivation in Learning English

Option	Alternative Answer	F	Percentage (%)
A	Always	6	15%
B	Often	13	32.5%
C	Sometimes	12	30%
D	Seldom	8	20%
E	Never	1	2.5%
Total		40	100%

The table above shows that 6 (15%) of respondents said the teacher always gives motivation in learning English, 13 (32.5%) of respondents choose often, 12 (30%) of respondents choose sometimes, 8 (20%) of respondents choose seldom, and only 1 (2.5%) choose never. It means that the majority of respondents said that the teacher sometimes gives the motivation in learning English.

2. Interview

The factors that influence the students' errors in constructing tag question is also identified by five students at the second year students of SMP N 3 Mandau. The result quotations of interview can be seen as follows:

- a. Student 1 (Interviewed on Wednesday, 9th December 2009) said that: *in my opinion English is one of the difficult subjects to be learnt, especially in grammar. So, the teacher should give us such kind of made up class or additional time to learn English. Because of limited time, we can not learn English well. And we seldom review the lesson although we don't understand the lesson. Then, I am lazy to read English book because English is very difficult to read and to write.*

- b. Student 2 (interviewed on Wednesday, 9th December 2009) said that: *we get the difficulties to understand the English grammar because of the difficulty of English itself as a foreign language. English grammar has some regulations, so it makes more complicated. Even though Indonesian grammar has some regulations. However, it is not as intricate as of English grammar.*
- c. Student 3 (interviewed on Wednesday, 9th December 2009) said that *actually I like to study English, but the problem is the teachers' explanation is not interesting and monotonous. The teachers looked very serious and never give such a kind of intermezzo. So, I am lazy and get boring to pay attention in learning English subject.*
- d. Student 4 (interviewed on Thursday, 10th December 2009) said that: *I like English very much, and the teacher gives us motivation or suggestion to improve our English but in learning English there isn't supporting from my parents and environment.*
- e. Student 5 (interviewed on Thursday, 10th December 2009) said that: *there are some things making us fail in English, for examples, I seldom discuss about my lesson with my friends although I do not have English book especially grammar book and my friends do not care with my understanding about English.*

Based on the questionnaire and interview above, it can be concluded that many factors influencing students' errors in constructing tag question. Those factors are coming from internal factors and external. The factors are described below:

a. Internal factors

1. Some of the students do not ask if they do not understand the English materials.
2. Some of the students do not review the lesson at home.
3. Some of the students are not motivated in learning English, and
4. Some of the students do not pay attention to the teacher's explanation

b. External factors

1. Some of the students do not enjoy the class because the teacher's method is not interesting and monotonous.
2. The class condition does not support the teaching and learning process, because some of the students in the classroom make a noise.
3. Some of their parents do not help the students in learning English, and
4. The teacher has not enough time to explain the material because of the limited time.

From the explanation above, the researcher makes conclusion that collaboration among parents, teachers, environments and students are absolutely important. If it runs well, the purpose of teaching and learning is going to be reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the research findings and data analyze in the previous chapter, the researcher draws some conclusions as follows:

The first formulation is that the type of tag question that the students often make mistakes, they are simple past tense of to “be” (was, were) with the percentage of 45.50%, simple present tense of “be” (do, does) with the percentage of 50.50%, simple past tense of “be” (did), with the percentage of 45.50%, and simple past tense of modal auxiliaries the percentage of 50.50%. The second formulation is type of tag question that students seldom make mistakes in constructing tag question. They are simple present tense of “be” (is, are, am) with percentage of 37.50% and simple present tense of modal auxiliaries with the percentage of 30.50%. If percentage of mistakes is less 40% It means that students seldom make mistakes and if the percentage of error is more than 40%. It means students often make mistakes.

Among those mistakes made by the students, the researcher found that tag question using simple past tense of “be” and “modal auxiliaries” are the easiest or students seldom make mistakes. And, the others are the most difficult or students often make mistakes.

The third formulation is the factors influencing mistakes in constructing tag question among the second year students. The students have many factors influencing them – made mistakes – in constructing tag question. The factors are internal and external factors. The researcher uses questionnaire and interview as to obtain the

intended data for this qualitative research. The indicators' questions have been generated in the operational concepts of this project paper.

The internal factors influencing students' mistakes in constructing tag question that are some of them do not review the lesson, find the difficulties in studying English, are not motivated in studying English, and some of them do not pay attention to the teacher's explanations. In addition, the external factors influencing students' mistakes in constructing tag question are teachers' method, class condition, environment, family environment, peers, and parents.

B. The Suggestion

Based on the results of the study, the researcher would like to offer some suggestions as follows:

1. The student should to review the lesson at home.
2. The student should pay attention when teacher explain the lesson.
3. The second year students of SMPN 3 Mandau should enlarge their knowledge about tag question sentences by reading some grammar books.
4. The English teachers should explain clearly about tag question. Then, the students must be trained to apply the pattern of tag question.
5. The teacher should explain the lesson with different ways, so that the students are not bored in studying English especially for tag questions.
6. The teacher should give motivation to students when they learn English.
7. The teachers should to give correction on their mistakes in constructing tag question, so that they know the correct ones.

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APPENDIX 1

RESEARCH INSTRUMENT

Name :

Class :

Complete the following sentences below with the tag questions !

Example : She is a student,.....?

The answer is : “She is a student, isn't she ?”

1. This is the last bus,.....?
2. I am not a student,.....?
3. You are the new secretary,.....?
4. She was not happy last night,.....?
5. They were the second year students of senior high school,.....?
6. Anna has a lot of sugar in the cupboard,.....?
7. We don't want to stay here,.....?
8. I didn't suspect him as a thief,.....?
9. You will not be here tomorrow,.....?
10. Andi can not swim,.....?
11. You would rather go to your uncle's house,.....?
12. John was sick last night,.....?
13. I am in the right place,.....?

14. The bottles are not broken,.....?
15. She was here yesterday,.....?
16. His parents weren't there,.....?
17. My father gave her a red book,.....?
18. You understand me,.....?
19. Nobody cheated on the exam,.....?
20. Paul will not change his writing,.....?
21. My brother can cook.....?
22. She wouldn't go to the party,.....?
23. She could run fast when she was younger,.....?
24. He never goes to Bali,.....?
25. The children play football,.....?
26. They attended the meeting yesterday,.....?
27. My aunt will come here tomorrow,.....?
28. Tom couldn't run five miles yesterday,.....?
29. My parents came to the party,.....?
30. He could be at home,.....?

THE ANSWER KEYS

- | | |
|------------------|------------------|
| 1. Isn't | 16. were they |
| 2. Am I | 17. didn't he |
| 3. Aren't you | 18. don't you |
| 4. Was she | 19. did they |
| 5. Weren't they | 20. will he |
| 6. Doesn't she | 21. can't he |
| 7. Do we | 22. would she |
| 8. Did I | 23. couldn't she |
| 9. Will you | 24. does she |
| 10. Can she | 25. don't they |
| 11. Wouldn't you | 26. didn't they |
| 12. Wasn't he | 27. won't she |
| 13. Aren't I | 28. could he |
| 14. Are they | 29. didn't they |
| 15. Wasn't he | 30. couldn't he |

The rejected items

- | | |
|--|------------------|
| 3) Ann isn't studying music,? | (is she?) |
| 6) Peter hardly ever goes to parties,? | (Does she?) |
| 7) Roni does smoke,? | (Doesn't he?) |
| 8) You found your passport,? | (Didn't you?) |
| 9) I don't suppose anyone will volunteer,? | (Will they?) |
| 11) The boys would rather go by air,? | (Wouldn't they?) |
| 14) They are go to swimming pool,? | (Aren't they?) |
| 15) My father was a teacher,? | (Wasn't he?) |
| 18) Ratna and I study together,? | (Don't we?) |
| 19) Indra prepared the equipment,? | (Didn't he?) |
| 24) She never goes to Bandung,? | (Doesn't she?) |
| 25) They play badminton,? | (Don't they?) |
| 30) Ria could do the task,? | (Couldn't she?) |

The revised items

- | | |
|--|-----------------|
| 3) You Are The New Secretary,? | (Aren't you?) |
| 6) Anna has a lot of sugar in the cupboard,? | (Doesn't she?) |
| 7) We don't want to stay here,? | (Do we?) |
| 8) I didn't suspect him has a thief,? | (Did I?) |
| 9) You will not be here tomorrow,? | (Will you?) |
| 11) You would rather go to you uncle's house,? | (Wouldn't you?) |
| 14) The bottles are not broken,? | (Are they?) |
| 15) She was here yesterday,? | (Wasn't she?) |
| 18) You understand me,? | (Don't you?) |
| 19) Nobody cheated on the exam,? | (Did they?) |
| 24) He never goes to Bali,? | (Does she?) |
| 25) The children play football,? | (Don't they?) |
| 30) He could be at home,? | (Couldn't he?) |

Appendix 2

QUESTIONNAIRE

Name :

Class :

Instruction:

1. This questionnaire is used for research only
 2. This questionnaire does not influent your mark
 3. You choose one of alternative answers.
-

1. I come to English class on time
a. always b. often c. sometimes d. seldom e. never
2. The teacher's gives explanation clearly.
a. always b. often c. sometimes d. seldom e. never
3. I review English materials at home.
a. always b. often c. sometimes d. seldom e. never
4. I pay attention to the teacher's explanation.
a. always b. often c. sometimes d. seldom e. never
5. I will ask my friends, if do not understand my teacher's explanation
a. always b. often c. sometimes d. seldom e. never
6. I practice writing English at home.
a. always b. often c. sometimes d. seldom e. never
7. The teacher gives some techniques in studying tag question.
a. always b. often c. sometimes d. seldom e. never
8. My friends and I make a group in studying grammar.
a. always b. often c. sometimes d. seldom e. never

9. The teacher uses media in studying English.
a. always b. often c. sometimes d. seldom e. never
10. I study grammar at home.
a. always b. often c. sometimes d. seldom e. never
11. I will ask my teacher, if I do not understand his explanation about Tag question.
a. always b. often c. sometimes d. seldom e. never
12. My friends and I discuss about using of Tag question.
a. always b. often c. sometimes d. seldom e. never
13. I do my homework at home.
a. always b. often c. sometimes d. seldom e. never
14. I study English sincerely.
a. always b. often c. sometimes d. seldom e. never
15. The teacher gives motivation in studying about Tag question.
a. always b. often c. sometimes d. seldom e. never

Appendix 2

QUESTIONNAIRE

Name :

Class :

Instruction:

1. This questionnaire is used for research only
 2. This questionnaire does not influent your mark
 3. You choose one of alternative answers.
-

1. I come to English class on time
a. always b. often c. sometimes d. seldom e. never
2. The teacher's gives explanation clearly.
a. always b. often c. sometimes d. seldom e. never
3. I review English materials at home.
a. always b. often c. sometimes d. seldom e. never
4. I pay attention to the teacher's explanation.
a. always b. often c. sometimes d. seldom e. never
5. I will ask my friends, if do not understand my teacher's explanation
a. always b. often c. sometimes d. seldom e. never
6. I practice writing English at home.
a. always b. often c. sometimes d. seldom e. never
7. The teacher gives some techniques in studying tag question.
a. always b. often c. sometimes d. seldom e. never
8. My friends and I make a group in studying grammar.
a. always b. often c. sometimes d. seldom e. never

9. The teacher uses media in studying English.
a. always b. often c. sometimes d. seldom e. never
10. I study grammar at home.
a. always b. often c. sometimes d. seldom e. never
11. I will ask my teacher, if I do not understand his explanation about Tag question.
a. always b. often c. sometimes d. seldom e. never
12. My friends and I discuss about using of Tag question.
a. always b. often c. sometimes d. seldom e. never
13. I do my homework at home.
a. always b. often c. sometimes d. seldom e. never
14. I study English sincerely.
a. always b. often c. sometimes d. seldom e. never
15. The teacher gives motivation in studying about Tag question.
a. always b. often c. sometimes d. seldom e. never

P
APPENDIX 3

The Result of Try Out in answering the test in Constructing Tag Question at SMPN 3 Mandau

Name	Number of Test Items																														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Student 1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	26
Student 2	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	26
Student 3	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	25
Student 4	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	25
Student 5	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	24
Student 6	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	23
Student 7	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	20
Student 8	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	20
Student 9	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1	1	19
Student 10	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	1	1	18
Student 11	1	0	1	1	0	0	0	0	1	0	1	1	0	0	1	1	1	0	0	1	1	0	0	1	0	1	1	0	1	1	17
Student 12	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	0	0	1	1	16
Student 13	1	0	1	0	1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	1	1	0	1	15
Student 14	1	0	1	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	0	0	0	1	0	1	15
Student 15	0	0	1	0	1	0	0	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	1	1	1	0	1	14
Student 16	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	13
Student 17	1	0	1	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	0	12
Student 18	0	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	11
Student 19	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	11
Student 20	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	10
Total	14	9	17	13	14	5	5	5	16	12	16	12	14	5	18	13	13	5	16	14	14	13	14	5	5	14	14	14	13	18	
Percentage	70	45	85	65	70	25	25	25	80	60	80	60	70	25	90	65	65	25	80	70	70	65	70	25	25	70	70	70	65	90	
R / A	A	A	R	A	A	R	R	R	R	A	R	A	A	R	R	A	A	R	R	A	A	A	A	R	R	A	A	A	A	R	
D / E			E			D	D	D	E		E			D	E			D	E					D	D					E	

A : Accepted = 17

R : Rejected = 13

D : Difficult = 7

E : Easy = 6

< 30 : Rejected

> 70 : Rejected

APPENDIX 3

The Result of Try Out II in answering the test in Constructing Tag Question at SMPN 3 Mandau

Name	Number of Test Items																														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Student 1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	23
Student 2	1	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	19
Student 3	1	0	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	18
Student 4	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	21
Student 5	1	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	19
Student 6	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	21
Student 7	1	0	0	0	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	20
Student 8	0	1	0	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	18
Student 9	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	19
Student 10	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	23
Student 11	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	1	1	0	1	0	16
Student 12	0	1	0	1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	1	14
Student 13	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	0	1	1	1	1	1	0	0	16
Student 14	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	1	18
Student 15	0	0	0	0	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	0	1	17
Student 16	1	0	0	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	19
Student 17	1	0	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	14
Student 18	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	0	1	18
Student 19	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	1	13
Student 20	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	14
Total	14	9	8	13	14	13	10	7	12	12	14	12	14	9	12	13	13	7	13	14	14	13	14	11	11	14	14	14	13	14	
Percentage	70	45	40	65	70	65	50	35	60	60	70	60	70	45	60	65	65	35	65	70	70	65	70	55	55	70	70	70	65	70	
R / A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
D / E																															

A : Accepted = 17

R : Rejected = 13

D : Difficult = 7

E : Easy = 6

< 30 : Rejected

> 70 : Rejected

APPENDIX 4

The Students' Score in Constructing Tag Question

Students	Scores (X)	Mean Deviation (D)	Squared (d2)
1	26	8	64
2	26	8	64
3	25	7	49
4	25	7	49
5	24	6	36
6	23	5	25
7	20	2	4
8	20	2	4
9	19	1	1
10	18	0	0
11	17	- 1	1
12	16	- 2	4
13	15	- 3	9
14	15	- 3	9
15	14	- 4	16
16	13	- 5	25
17	12	- 6	36
18	11	- 7	49
19	11	- 7	49
20	10	- 8	64
N = 20	X = 360		d² = 558

APPENDIX 6

The Students' Errors in Constructing Tag Question at SMPN 3 Mandau

Name	Analysis Items																													
	Be										Verb Other than be										Modal									
	1	2	3	4	5	12	13	14	15	16	6	7	8	17	18	19	24	25	26	29	9	10	11	20	21	22	23	27	28	30
Student 1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0	1
Student 2	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	0
Student 3	0	0	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0
Student 4	0	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0
Student 5	0	0	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	1	1	0
Student 6	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0
Student 7	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	1	0	1	1	0
Student 8	1	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0
Student 9	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	1	0	0
Student 10	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	0	0	1	1	0	0	0	0
Student 11	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0
Student 12	0	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	0
Student 13	0	0	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0
Student 14	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	0	1	1	0
Student 15	0	1	0	0	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	1	1
Student 16	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	0
Student 17	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0
Student 18	0	1	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0
Student 19	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	0	0
Student 20	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0
Student 21	1	0	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0
Student 22	1	0	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0
Student 23	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	0	0	0	1
Student 24	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	1	0
Student 25	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1
Student 26	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1
Student 27	0	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	0
Student 28	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	1	0
Student 29	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	0	1	0	0	0	0	1	0
Student 30	1	0	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	0	0
Student 31	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	0
Student 32	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0
Student 33	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0
Student 34	0	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	0	1	1	1	0
Student 35	0	0	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0
Student 36	0	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	1	1	1	0
Student 37	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0
Student 38	0	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0
Student 39	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	0
Student 40	0	0	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1	0	1	0	1	1	0	0
Total Error	21	22	18	24	7	15	7	7	20	25	25	20	15	19	21	19	18	18	18	26	17	8	20	12	13	19	19	11	18	25
%	53	55	45	60	18	38	18	18	50	63	63	50	38	48	5	48	45	45	45	65	43	20	50	30	33	48	47	27	45	63

